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ABSTRACT

This program guide identifies primary considerations in the organization, operation, and evaluation of a work experience program designed for the potential school leaver. The program philosophy is set forth. Program content is then presented. A curriculum framework specifies the exact course title, course number, levels of instruction, major course content, laboratory activities, special notes, major course concepts, and intended outcomes. Student performance standards are a resource list of job-specific competencies. The next section includes facility design criteria, suggested equipment and supplies, and safety information. The section on implementation considers student learning guides and employer relations. A section on professional considerations addresses certification coverage and lists professional organizations and support services. The final section lists instructional resources: sources of print materials and audiovisual materials and software, teacher-recommended materials, and Florida Educational Information Service services. A sample student learning guide, samples of forms mentioned in the curriculum framework, and additional sample forms are appended. A Career Merit Achievement Plan (Career MAP) displays the student performance standards required by the local education agency and documents students' level of achievement. (YLB)

ED359351

FLORIDA VOCATIONAL PROGRAM GUIDE FOR

WORK EXPERIENCE

CE063 948

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Bureau of Vocational Programs and Services
Division of Vocational, Adult, and Community Education
Department of Education
Florida Education Center
(904)487-3140

FLORIDA VOCATIONAL PROGRAM GUIDE FOR

WORK EXPERIENCE

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education
Bureau of Vocational Programs and Services

July 1991

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INTRODUCTION

The *Florida Vocational Work Experience Program Guide* has been developed to provide information that will be useful to local administrators, regional coordinating councils, teachers, and others charged with the responsibility of offering vocational education training in Diversified Occupations in school districts and area vocational centers. The final planning, implementation, and evaluation of any educational program, however, must be done within the context of local conditions and local needs.

Many of the elements involved in the creation and maintenance of a vocational education program are generic to all subject areas; these issues are addressed in detail in the *Florida Vocational Program Implementation Guide (FVPIG)*, **which should be considered an essential companion piece to this document.** The *FVPIG* contains information on the following:

- the importance of, as well as development strategies for, student learning guides
- information addressing concerns about program planning and implementation
- teacher requirements, updating, and certification
- program evaluation requirements
- in-depth program-component description

This *Florida Vocational Program Guide for Work Experience* will serve to identify particular considerations in the organization, operation, and evaluation of this specific vocational education program.

This program guide helps ensure equivalency. Work Experience programs, if implemented throughout Florida according to the criteria described in this document, will help many citizens fill important roles in our state and national work force.

PROGRAM CONTENT AND STRUCTURE

The content of the Work Experience program is based on general occupational competencies and employability skills required for entry into the job market. Employment-related instruction develops more specific competencies directly related to occupations in which the students are employed.

The Work Experience program includes both In-school instruction and on-the-job training that provide students with information and job requirements for the occupation in which they are employed. This program provides students with an initial exposure to the skills and attitudes associated with a chosen career. The skills and attitudes related to these careers are indicated as intended outcomes in the Curriculum Framework of this guide.

The purpose of the Work Experience program is to provide the potential school leaver, through part-time employment, with relevant experiences in a work environment, and through concurrent classroom instruction to assist potential school leavers in acquiring the necessary human-relations, skills, work attitudes, and common knowledge required for successful employment and for selection of a vocation and/or a vocational-training program.

Program Philosophy

The Work Experience program in Florida is designed for the potential school leaver. This program is preventive, preparatory, and sometimes remedial in nature. The program is preventive in that it encourages students to remain in school by providing relevant education, which tends to lessen the dropout rate. It is preparatory in that it gives employability skills through employer-employee relations, provides actual work experience, and helps the individual acquire a basis from which to choose a vocation. The program permits students to earn money while in a supervised school program, which is often a necessity for many youngsters to continue their education. Although this program is basically for the disadvantaged, there are many instances where individuals who are not disadvantaged need this type of experience to provide incentive for remaining in school.

This program provides the kind of guidance and experiences in school and on the job that give direction and aid in the personal adjustment of the student, motivating and encouraging a desire to stay in school. The Work Experience program provides for flexibility in its efforts to encourage students not only to remain in school but also to improve their self-image and to develop their thinking and aspirations, thereby helping them to move back into the mainstream of the school. These same experiences should provide information for and direction to the students to move into the world of work if they must leave school.

This guide contains the general performances that should be in evidence if we are to uphold sound educational objectives and meet the proposed goals of a total program of education in Florida.

Program Goals

The goals of the Work Experience program are the following:

- to guide and encourage the individual to remain in school
- to prepare the individual for employment through experiences provided by the cooperative method
- to correlate knowledge and skills gained through job training and class instruction
- to help the individual understand and participate in the free enterprise system
- to improve personal attitudes and develop satisfactory behavioral patterns
- to provide for social growth and development
- to develop the student's employability skills for job placement and advancement
- to develop the basic skills and knowledge necessary for entrance and placement in an occupation
- to provide the student with actual work experience for the development of a realistic understanding of the world of work
- to assist the student in the transition from school to work

The Coordinator's Responsibility*

A partial list of the responsibilities of the Work Experience coordinator includes the following:

- selecting and guiding students
- placing students at training stations
- assisting students in adjusting to the work environment
- improving training done on the job
- correlating classroom instruction with on-the-job training
- assisting students in making personal adjustments
- keeping professionally updated
- maintaining accountability, including keeping records
- maintaining contact with the business/industry community
- establishing and maintaining contact with the parent or guardian of each student
- participating in student evaluation, including on-site visiting

Curriculum Framework and Student Performance Standards

Program objectives and content should be consistent with the Vocational Education Program Courses Standards as approved by the Florida State Board of Education. Provided on the following pages are the Curriculum Framework and Student Performance Standards for Work Experience courses as listed in the official *Vocational Education Program Courses Standards* document. Since these SPSs are continually updated, you should check each year with your district's Work Experience supervisor or the regional program specialist for a current version.

**Curriculum Guide: Diversified Cooperative Training.* Broward County Public Schools, 1988, pp. 2-3.

CURRICULUM FRAMEWORK

PROGRAM AREA: Diversified Occupations

FLORIDA DEPARTMENT OF EDUCATION

EFFECTIVE DATE: July 1991

PROGRAM TITLE: Work Experience

CODE NUMBER: Secondary 8301600 Postsecondary

Florida CIP 1098.8640CP

SECONDARY SCHOOL CREDITS multipleCOLLEGE CREDITS __ POSTSECONDARY ADULT VOCATIONAL CREDITS __

APPLICABLE LEVEL(S): __7-9 ___9-12 __Postsecondary Adult Vocational

__ Postsecondary Vocational X Other 7-10, 30, 31

CERTIFICATION COVERAGE:

COOR WK EX @7
ANY FIELD/TC WK EXP E

I. **Major Concepts/Content:** The purpose of this program is to provide the potential school leaver, through part-time employment, with experiences in a work environment, and through concurrent classroom instruction to assist potential school leavers in acquiring the necessary human-relations, skills, work attitudes, and common knowledge required for successful employment and for selection of a vocation and/or a vocational-training program.

Opportunities are provided for the student to obtain competencies and recognition through successful work experience and to satisfactorily complete a high-school education.

Listed below are the courses that this program comprises, when offered at the secondary level:

8301610 Work Experience 1
8301620 Work Experience 2

8301630 Work Experience 3
8301640 Work Experience 4
8301650 Work Experience-OJT

A beginning Work Experience student will be placed in the 8301610-Work Experience 1 course.

II. **Laboratory Activities:** Laboratory activities provided through on-the-job training are an integral part of this program. Employment experiences are provided through placement on a job by the teacher-coordinator, to prepare the student with competencies through a variety of paid or volunteer learning experiences. (Volunteer job learning experiences are intended primarily for students who are 14 or 15 years old. These experiences should be temporary situations.) Written training agreements--signed by parent, employer, and teacher-coordinator--must be prepared for each student. The teacher-coordinator must prepare for each student a job skills form which will include skills and behaviors to be evaluated by the employer each grading period.

III. **Special Note:** Supervised on-the-job activities may be continued as a summer learning experience without classroom instruction for students who participated in the in-school and on-the-job instructional activities during the school year immediately preceding a summer assignment.

One credit may be earned by each student enrolled in Work Experience 1, 2, 3, or 4 courses and a minimum of one credit for on-the-job employment experiences may be earned for each year the student is enrolled in Work Experience-OJT. It is recommended that for every fifteen students (or portion thereof) enrolled in the Work Experience program, the teacher-coordinator be given a minimum of one hour of OJT-coordination release time so that he or she can visit students on the job in order to manage the cooperative method of instruction effectively.

The teacher-coordinator will visit each training-agency supervisor at least once during each grading period for the purpose of evaluating the student's progress on the job.

The following criteria are to be used in the development of admission procedures for each student prior to entry into the program:

01. The student has a truancy problem.
02. The student needs to work in order to continue his or her education.
03. The student is economically deprived.
04. The student has a negative attitude toward work, school, and/or society.
05. The student has a poor self-concept.
06. The student feels alienated.
07. The student has a discipline problem.
08. The student is a half-day performer (has a limited attention span).
09. The student is overage in grade.
10. The student has trouble relating to classwork.

11. The student lacks interest in school.
12. Other (specify)_____.

An individual guidance plan identifying admission criteria will be developed for each student prior to entry into the program and will include the Work Experience course number, school year, and date of entry. Job counseling sessions between the teacher-coordinator and each student will be documented for each grading period. Flexible scheduling will be implemented, as agreed upon by the teacher-coordinator and guidance personnel, when such scheduling is needed to meet the student's needs.

IV. **Intended outcomes:** After successfully completing this program, the student will be able to:

01. Demonstrate employability skills.
02. Maintain employment.
03. Develop an awareness of careers.
04. Determine needs for continuing education.
05. Manage personal finances.
06. Maintain personal hygiene and health.
07. Demonstrate personal and social skills.
08. Demonstrate and apply consumer mathematics.
09. Perform designated job skills.
10. Demonstrate work ethics.

STUDENT PERFORMANCE STANDARDS | EFFECTIVE DATE: July 1991

PROGRAM AREA: Diversified | SECONDARY NUMBER: 8301600

PROGRAM TITLE: Work Experience | POSTSECONDARY NUMBER: HEV0320

01.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

01.01 Explain the importance of a Social Security number.
01.02 Conduct a job search.
01.03 Prepare a resume.
01.04 Write letters of application.
01.05 Arrange for job interviews by telephone.
01.06 Prepare for job interviews.
01.07 Complete application forms.
01.08 Participate in job interviews.
01.09 Conduct job-interview follow-up.
01.10 Complete employment forms.
01.11 Prepare termination notice.
01.12 Interpret reasons for termination.

02.0 MAINTAIN EMPLOYMENT--The student will be able to:

02.01 Communicate and relate to employer, co-workers, and the public.
02.02 Interpret and comply with the employer's policies.
02.03 Describe positive work attitudes.
02.04 Describe initiative and resourcefulness.
02.05 Apply decision-making skills on the job.
02.06 Follow directions.
02.07 Practice punctuality and dependability.
02.08 Describe the importance of honesty, truthfulness, and loyalty in the work setting.
02.09 Perform assigned job tasks.
02.10 Comply with safety standards.
02.11 Describe appropriate reactions to criticism.
02.12 Maintain records of time and wages.
02.13 Describe attitudes and behaviors that enhance the opportunity for promotion.
02.14 Demonstrate how and when to ask for a raise.
02.15 Justify how and when to make a job change.
02.16 Identify ways to adapt to a new job.

03.0 DEVELOP AN AWARENESS OF CAREERS--The student will be able to:

03.01 Determine interests, aptitudes, and skills.
03.02 Explore career areas.

03.03 Research a specific occupation, based on interests.
03.04 Identify trends in job markets.
03.05 Develop a plan to meet realistic career goals.

04.0 DETERMINE NEEDS FOR CONTINUING EDUCATION--The student will be able to:

04.01 Describe the relationship between educational achievement and career opportunities.
04.02 Practice and improve basic skills (3 Rs).
04.03 Explain the value of a high-school diploma.
04.04 Identify job educational requirements.
04.05 Explain the impact of technological change in relation to educational needs.
04.06 Set goals and objectives.
04.07 Utilize career-counseling services.
04.08 Select classes to meet goals and objectives.
04.09 Identify financial resources for continuing education.

05.0 MANAGE PERSONAL FINANCES--The student will be able to:

05.01 Identify financial priorities.
05.02 Apply and prepare money-management principles.
05.03 Maintain financial records, such as balancing a checkbook and keeping a budget.
05.04 Describe the importance of meeting financial obligations.
05.05 Explain advantages and disadvantages of using credit.
05.06 Identify banking services.
05.07 Identify insurance coverage.
05.08 Interpret paycheck stubs.
05.09 Prepare income-tax forms.
05.10 Compare value when shopping.
05.11 Define appropriate consumer practices.
05.12 Interpret utility bills.
05.13 Explain the advantage of renting or buying shelter.
05.14 Identify the cost of owning and operating an automobile.
05.15 Interpret a lease.

06.0 MAINTAIN PERSONAL HYGIENE AND HEALTH--The student will be able to:

06.01 Identify proper appearance.
06.02 Identify advantages of a healthy lifestyle.
06.03 Recognize effects of substance abuse.
06.04 Identify counseling and community services.
06.05 Recognize the need for preventative medical practices.

07.0 DEMONSTRATE PERSONAL AND SOCIAL SKILLS--The student will be able to:

07.01 Describe ways to show a positive attitude towards society.
07.02 Develop positive self-awareness.
07.03 Set personal priorities.
07.04 Describe ways to deal with success and failure.
07.05 Identify traits of assertiveness.
07.06 Demonstrate etiquette.
07.07 Plan use of leisure time.
07.08 Exhibit awareness of, and respect for, others.
07.09 Communicate ideas and feelings.
07.10 Demonstrate the ability to be a team player.

08.0 DEMONSTRATE AND APPLY CONSUMER MATHEMATICS--The student will be able to:

08.01 Compute basic mathematics operations.
08.02 Change decimals to percentages.
08.03 Change percentages to decimals.
08.04 Solve fraction problems.
08.05 Compute simple and compound interest.

09.0 PERFORM JOB SKILLS--The student will be able to:

09.01 Demonstrate job-performance skills.
09.02 Follow safety procedures on the job.
09.03 Maintain appropriate records.
09.04 Display a high level of productivity.

10.0 DEMONSTRATE WORK ETHICS--The student will be able to:

10.01 Demonstrate ethical practices.
10.02 Follow directions.
10.03 Demonstrate effective communications with employer and co-worker(s).
10.04 Demonstrate effective communications with customers and clients.
10.05 Demonstrate a positive attitude toward the job.

FACILITIES

Design Criteria

Listed below are the minimum, normal, and maximum space requirements for new Work Experience instructional programs, given in square feet.

DEDICATED SPACE
(in square feet)

	Per Student or Teacher			Total (Based on 24 students)		
	Min.	Normal	Max.	Min.	Normal	Max.
Laboratory	42	44	46	1008	1056	1140
Office Space	100	105				
Storage				120	125	130

Suggested Equipment and Supplies

The following list indicates *suggested* equipment and supplies and is *not* comprehensive. General classroom equipment, such as desks, tables, and general supplies, have not been included here.

access to copying machine
access to video camera
calculators, electrical print (6)
cart for TV and VCR
cassette tape recorder
classroom storage area
compatible computer printer
computer desks or tables
cordless portable mike
filmstrip and cassette combination projector
mirror (mirrored alcove)
movie projector, 16mm film (self-threading)
office (private for conferences)
overhead projector
personal computer(s) with monitor(s)
portable speaker rostrum, 18" x 24"

preprinted forms for the cooperative education portion of OJT,
such as time cards, training agreements, student agreements, job-search cards, etc.
projection cart
sales terminal
self-correcting, dual-pitch electric typewriters (2)
telephone in classroom/office
television set and videocassette recorder-player

Safety

The Florida State Board of Education has established rules for the operation of public schools. Chapter 6A-2 in *Educational Facilities: Public Schools and Community Colleges* contains the standards for existing educational facilities, with regard to such topics as electrical equipment, flammable materials, ventilation, fire safety, storage, and illumination.

Although no specific safety regulations have been mandated for Work Experience programs, it is recommended that strict adherence to the general standards as outlined in these rules be practiced (e.g., first-aid kits in classrooms, adequate fire extinguishers, fire-evacuation plan).

Student Learning Guide

A sample student learning guide is provided in Appendix A as an example for you to use when developing or adapting a set of learning guides or modules. This sample guide presents the major components of a competency-based student learning guide. For further information, see the *Florida Vocational Program Implementation Guide*.

Employer Relations*

Much of the success of the Work Experience program depends upon your relationship with various employers in the community. You will be establishing and monitoring training stations and matching students with appropriate stations. For the ideal work experience, the situation should be mutually rewarding for the employer and employee.

Informing Employers about the Program

Employers must be well-informed about the Work Experience program in order to understand their part in it. Employers can be reached initially through various means:

- brochures
- coordinator's presentation to service clubs and other employer groups
- advisory committee membership
- personal contact by the teacher-coordinator
- public service announcements by radio, TV, and newspapers

Recruiting Training Stations

Probably the most important task to face the Work Experience teacher-coordinator is that of obtaining an educationally sound training station for the student.

The most difficult period for recruitment is during the initiation of the program. As the program matures, more placements will come through the process of referrals or through the expansion of existing locations.

Securing a training station is a "sales" job. To ensure a greater measure of success, the teacher should always address this task with a carefully designed plan.

*Adapted from materials supplied by Luis Sanchez, Glades Middle School, Miami.

How to Find Potential Placements

When beginning to recruit for a Work Experience program, the first thing most people say is, "Where do you find training stations?" A good place to begin would be to consider the following resources:

- Search the yellow pages, business directories, and trade journals.
- Use membership lists of industrial and business groups.
- Make inquiries of your school staff for possible prospects.
- Make presentations to local professional and service organizations.
- Ask present employers to recommend other employers as potential training stations.
- Seek contacts for potential training stations from students.

Once you have developed a list of training stations, experience indicates that a spontaneous visit will meet with the greatest success. The personal approach is far more successful than contact by telephone.

How to Sell the Program

The next step is to present the benefits of the Work Experience program to the appropriate person or personnel department responsible for staff development and training. Points to consider when developing a new training station include the following:

- Be professional at all times; that means being organized, knowledgeable, and enthusiastic.
- Tour the training station to ensure that it complies with the program's standards and course objectives.
- Inform companies of the purpose of the program and explain their roles in the evaluation of the students.
- Use promotional packages to explain the benefits of the program to the company.
- Discuss the role of the teacher-coordinator and school.
- Stress that the concept of work experience is to provide an educational training experience.
- State your school board's position regarding renumeration.
- Deal with questions and/or objections calmly but persuasively.
- Ask for a commitment after summarizing the benefits.

Follow-up Procedures

- Make sure all necessary information has been obtained.
- Establish possible starting dates for the program.
- Place the training station in your active file.
- Begin the process of matching the students to the training stations.
- Make an appointment to finalize the content of the out-of-school course of study.
- Once all arrangements have been finalized, send a thank-you letter.

- If the training station will not be utilized within a reasonable time, contact the station immediately and explain the situation. Continue to make periodic contact to ensure its availability in the future.

Coordinating

The success of any Work Experience program depends upon good coordinating techniques. Coordinating is made up of a set of processes and procedures that are both casual and formal, occurring in school and out of school, and including visits to the training stations.

An anecdotal dated report of all coordinating activities is necessary to ensure:

- program continuity, should personnel changes occur in the teaching staff
- documentation of student progress on the job for the purpose of evaluation
- the teacher's ongoing involvement in the out-of-school component of the program.

Procedures

Initial Visit

Prior to placing a student, the teacher-coordinator should:

- develop a training profile with the employer to ensure that the experience relates to the in-school course
- outline the responsibilities of the employer, the teacher-coordinator, and the student
- meet student supervisors and discuss the objectives of the Work Experience program
- tour company facilities.

Subsequent Visits

Coordinator and employer discussions regarding student performance should include:

- punctuality and attendance
- potential strengths and weaknesses
- dress code
- duties performed
- quality of work
- quantity of work
- time management
- organizational skills
- ability to follow instructions
- accepting suggestions and criticism
- dependability
- initiative
- attitude toward work

- relationship with in-school course
- employer's evaluation.

Final Visit

To wrap up the coordinating process, the coordinator should:

- discuss the final evaluation of the student with the employer
- discuss the company's future involvement in the program with the employer.

If a Problem Develops

Problems are inevitable in the maintenance of a Work Experience program, especially during the adjustment period experienced by new students and on-the-job supervisors. Most problems arise due to faulty expectations on the part of either the student or the supervisor, or because one member of the team has not completed what was agreed upon.

The handling of any serious problems that arise requires that the monitor:

- make an appointment to go directly to the training station
- use the utmost tact in dealing with both the student and the supervisor, attempting a three-way discussion after speaking to each separately
- take direct action when necessary
- follow up the implementation of the agreed-upon solution scrupulously
- be prepared, if no feasible solution is found, to remove the student from the training station.

Employer Appreciation Events

For many school boards it has been traditional to have functions where board officials, Work Experience Program staff, teaching staff, employers, students, and sometimes parents, come together to share their views and express their appreciation to one another. These functions usually take the form of a breakfast, luncheon, or evening banquet.

These functions serve to demonstrate a sincere and formal appreciation, especially to the community outside the school, for their involvement with the Work Experience program. Normally students are encouraged to recognize as many training supervisors as they deem significant with Certificates of Appreciation.

PROFESSIONAL CONSIDERATIONS

Teacher Certification

Listed below are the certification coverages included in the current *Course Code Directory* for Work Experience:

COOR WK EXP @7

Any vocational class coverage/TC WK EXP

Professional Organizations and Support Services

American Vocational Association (AVA)
1410 King Street
Alexandria, VA 22314
(703) 683-3111

Association for Supervision and Curriculum Development (ASCD)
125 North West Street
Alexandria, VA 22314
(703) 549-9110

Center for Vocational Education
Kearney State College
c/o Dr. Dale Zikmund
Kearney, NE 68849
(308) 234-8464
(lending library with textbooks, teacher-coordinator guides, how-to program guides from various states)

Cooperative Work Experience Education Association
c/o Mary Jo Thompson
P.O. Box 20796
Tallahassee, FL 32316
(904) 922-6150
(resource guide)

District supervisors or directors in vocational education

Florida Vocational Association
1420 North Paul Russell Road
Tallahassee, FL 32301
(904) 878-6860

Local (county) vocational associations

Work Experience Association of Florida
14542 SW 124th Place
Miami, FL 33186
(305) 254-0082

INSTRUCTIONAL RESOURCES

Listed on the following pages are resources that are available for the Work Experience program. Additional resources may be available from other sources, including professional and trade organizations. You are encouraged to seek catalogs from these publishers and institutions so that you may become familiar with the most current materials available.

Sources of Print and Audiovisual Materials and Software

	Print	Audiovisual	Software
American School Publishers P.O. Box 4520 Chicago, IL 60680-4520 (800) 843-8855	X	--	--
American Technical Publishers, Inc. 1155 W. 175th Street Homewood, IL 60430 (800) 323-3471	X	--	--
Arkansas Department of Education Division of Vocational and Technical Education Media Implementation Center 7707 1/2 Scott Hamilton Drive Little Rock, AR 72209 (501) 221-0832	--	X	--
Bennett Books P.O. Box 1553 Santa Fe, NM 87504-1553 (505) 986-1428	X	--	--
Bobbs Merrill Educational Publishing Division of MacMillan 4300 W. 62nd Street Indianapolis, IN 46468 (800) 257-5755	X	--	--
Career Aids, Inc. 8950 Lurline Avenue Dept. S1230 Chatsworth, CA 91311 (818) 841-8200	X	X	X

	Print	Audiovisual	Software
Career Development, Inc. The School Software Company P.O. Box 5379 Vancouver, WA 98668 (800) 543-0998	--	X	X
Careers, Inc. P.O. Box 135 1211 10th Street SW Largo, FL 33540 (800) 726-0441	X	--	--
Center for the Humanities Communications Park Box 1000 Mount Kisco, NY 10549 (800) 431-1242	--	X	--
Central Audio Visual, Inc. P.O. Box 22281 Fort Lauderdale, FL 33316 (305) 522-3796	--	X	--
Conover Southern Media Systems P.O. Box 1107 Ocala, FL 32678 (904) 732-2845	--	X	X
Davidson & Associates, Inc. 3135 Kashiva Street Torrance, CA 90505 (213) 534-4070	--	--	X
Delmar Publishers, Inc. 2 Computer Drive West Box 15-015 Albany, NY 12212-5015 (518) 459-1150	X	--	--
Designer Ware 345 4th Street San Francisco, CA 94107 (800) 572-2272	--	--	X

	Print	Audiovisual	Software
East Texas State University Educational Development and Training Center Commerce, TX 75428 (800) 356-3382	X	X	--
EdITS P. O. Box 7234 San Diego, CA 92107 (619) 222-1666	X	X	--
Educational Activities P.O. Box 392 Freeport, NY 11520 (800) 6453739	--	X	X
Educational Associates 8 Crab Orchard Road P.O. Box Y Frankfurt, KY 40602 (502) 277-4783	--	X	--
Educational Design, Inc. 47 West 13th Street New York, NY 10011 (800) 221-9372	X	X	--
Educational Publishing Concepts 61 East Main Street Walla Walla, WA 99362 (800) 323-9459	--	--	X
EMC Publishing Changing Times Education Service 300 York Avenue St. Paul, MN 55101 (800) 328-1452	X	--	X
Florida Department of Education Division of Vocational, Adult, and Community Education Florida Education Center Tallahassee, FL 32399-0040 (904) 488-8961	X	X	X

	Print	Audiovisual	Software
Glencoe Publishing Company Bennett and McKnight Division Front and Brown Streets Riverside, NJ 08075 (800) 423-9534	X	X	X
The Goodheart-Willcox Company, Inc. 123 W. Taft Drive South Holland, IL 60473 (800) 323-0440	X	--	--
Guidance Associates Communications Park Box 3000 Mount Kisco, NY 10549-0549 (800) 431-1242	--	X	--
Harcourt, Brace, & Jovanovich, Inc. Orlando, FL 32887 (407) 345-2000	X	X	X
Harvest Educational Labs Affiliate of Budek Films and Slides Pelham Street Newport, RI 02840 (401)846-6580	--	X	--
Houghton Mifflin Company One Beacon Office Boston, MA 02108 (617) 725-5000	X	--	--
Human Relations Media 175 Tompkins Avenue Pleasantville, NY 10570-9973 (800) 431-2050	--	X	--
Internal Revenue Service P.O. Box 35045 Jacksonville, FL 32202 (800) 424-1040	X	X	X

	Print	Audiovisual	Software
Iowa State University College of Family & Consumer Sciences Ames, IA 50011 (515) 294-5247	X	--	--
J. Weston Walch, Publisher 321 Valley Street, P.O. Box 658 Portland, ME 04104-0658 (207) 772-2846	X	X	--
Janus Book Publishers, Inc. c/o Beverly F. Duncan P.O. Box 80 Ft. Lauderdale, FL 33302-0080 (800) 330-8988	X	--	X
Johnson/Rudolf c/o Beverly F. Duncan P.O. Box 80 Fort Lauderdale, FL 33302-0080 (800) 330-8988	--	X	--
Kentucky Department of Education Competency-Based Vocational Education Unit Division of Material and Curriculum 1912 Capital Plaza Tower Frankfort, KY 40601 (502) 564-4770	X	--	--
Learning Seed Company 330 Telser Road Lake Zurich, IL 60047 (800) 634-4941	--	X	X
Learning Well 2200 Marcus Avenue New Hyde Park, NY 11040 (516) 621-1540	--	--	X
Marsh Film Enterprises P.O. Box 8082 Shawnee Mission, KS 66208 (816) 523-1059	--	X	--

	Print	Audiovisual	Software
MCE/(Lawrence Productions) 1800 South 35th Street Galesburg, MI 49053 (800) 421-4157	--	--	X
McGraw-Hill Gregg Division P.O. Box 401 Hightown, NJ 08520 (800) 334-7344	X	X	X
Microcomputer Educational Programs 157 S. Kalamazoo Mall, Suite 250 Kalamazoo, MI 49007-4823 (800) 421-4157	--	--	X
Mid-America Vocational Curriculum Consortium 1500 West Seventh Avenue Stillwater, OK 74074-4364 (800) 654-3960	X	--	--
Midwest Agribusiness Services, Inc. 6739 Glacier Drive West Bend, WI 53095-9360 (414) 629-5577	--	--	X
Mindscape, Inc. 3444 Dundee Road Northbrook, IL 60062 (800) 221-9884	--	--	X
Modern Talking Pictures 714 Spring Street, NW Atlanta, GA 30308 (404) 696-2025	--	X	--
Oakland University School of Human and Educational Services Continuum Center Rochester, MI 48063 (313)377-3360	X	--	--

	Print	Audiovisual	Software
Ohio State University Instructional Materials Lab 842 West Goodale Blvd. Columbus, OH 43212 (614)221-4950	X	--	X
Ohio State University Ohio Agricultural Ed. Curriculum Materials Service Room 254 2120 Fyffe Road Columbus, OH 43210-1010 (614) 292-4848	X	--	X
Oklahoma State Department of Vocational and Technical Education 1500 West Seventh Avenue Stillwater, OK 74074-4364 (800) 654-4502	X	--	--
Pace Learning Systems P.O. Box 020938 Tuscaloosa, AL 35402-0938 (205) 758-2823	X	X	--
Pathescope Educational Media The Center for Humanities, Inc. Communications Park, Box 6000 Mount Kisco, NY 10549 (800) 431-1242	--	X	--
Pleasantville Media P.O. Box 415 Pleasantville, NY 10570-0415 (800) 431-2434	--	X	--
Prentice-Hall, Inc. 200 Old Tappan Road Old Tappan, NJ 07675 (201) 767-5937	X	X	X
Pyramid Publications 4022 Hayward Avenue Baltimore, MD 21215 (301) 466-5749	X	--	--

	Print	Audiovisual	Software
Queue, Inc. 338 Commerce Drive Fairfield, CN 06430 (800) 232-2224	--	--	X
Random House School Division 201 East 50th Street New York, NY 10022 (800) 722-4726	--	--	X
RMI Media Productions 2807 West 47th Street Shawnee Mission, KS 66205 (913) 262-3974	--	X	--
Society for Visual Education (SVE) 1345 Diversey Parkway Chicago, IL 60614-1299 (312) 525-1500	--	X	X
Southern Media Systems P. O. Box 1107 Ocala, FL 32678 (904) 732-2845	--	X	X
South-Western Publishing Company 5101 Madison Road Cincinnati, OH 45227 (800) 543-7972	X	X	X
SRA 155 North Wacker Drive Chicago, IL 60606 (800) 621-0476	--	X	X
Sunburst Communications, Inc. 39 Washington Avenue Pleasantville, NY 10570 (800) 431-1934	--	X	X
Systems Design Associates 723 Kanawha Boulevard E Charleston, WV 25301 (304) 342-0769	--	--	X

	Print	Audiovisual	Software
Texas A & M University Instructional Materials Service F.E. Box 2588 College Station, TX 77843-2588 (409) 845-6601	X	--	--
Trade and Industrial Education 202-B Skyland Boulevard Tuscaloosa, AL 35405 (205) 759-5448	X	--	--
United States Government Printing Office Superintendent of Documents Washington, DC 20402-9325 (202) 783-3238	X	--	--
United States Department of Labor Bureau of Labor Statistics 1371 Peachtree Street Atlanta, GA 30309 (404) 347-4418	X	--	--
University of Alabama Department of Technical and Industrial Education University, AL 35486 (205) 348-5666	X	--	--
University of Kentucky Curriculum Development Center Lexington, KY 40506 (606) 257-1606	X	--	--
University of Missouri Instructional Materials Laboratory 2316 Industrial Drive Columbia, MO 65201 (800) 669-2465	X	--	--
University of Texas Extension Instruction and Materials Center P.O. Box 7218 Austin, TX 78713-7218 (512) 471-7716	X	--	X

	Print	Audiovisual	Software
Western Illinois University Curriculum Publications Clearinghouse 46 Horrabin Hall Macomb, IL 61455 (800) 322-3905	X	--	X
West Publishing Company 50 West Kellogg Boulevard P.O. Box 64526 St. Paul, MN 55164-1003 (800) 328-9424	X	--	X
Wings for Learning 1600 Green Hills Road P.O. Box 660002 Scotts Valley, CA 95067-0002 (800) 321-7511	X	X	X

Teacher-Recommended Materials

PRINT

Author	Title	Publisher	Year
Brennecke, Judith Staley, and Hamill, Mary Lou	*Decisions: Making Personal Economic Choices*	EMC Publishing	1984
Brewner, Margaret M.; McMahon, William C.; Paris, Kathleen A.; and Roche, Michael P.	*Life Skills: Attitudes in Everyday Living*	Educational Design	1991
Brewner, Margaret M.; McMahon, William C.; Paris, Kathlean A.; and Roche, Michael P.	*Life Skills: Attitudes on the Job*	Educational Design	1991
Campbell, Richard, and Thompson, Mary J.	*Working Today and Tomorrow*	EMC Publishing	1986

Author	Title	Publisher	Year
Daggett, Willard R.	*Dynamics of Work*	South-Western Publishing Co.	1981
Daggett, Willard R., and Marrazo, Martin J.	*Solving Problems/Making Decisions*	South-Western Publishing Co.	1983
Daughtrey, Anne; Ristau, Robert; and DeBrum, Joseph	*General Business for Economic Understanding*	South-Western Publishing Co.	1981
Division of Vocational, Adult, and Community Education	*Employability Skills Series (various titles)*	Florida Department of Education	1990
Farr, J. Michael	*Job Finding Fast*	Glencoe Publishing	1988
Hooker, Dennis, and Almut	*Me and Others*	Educational Design, Inc.	1986
Hutt, Roger W.	*Entrepreneurship: Starting Your Own Business*	South-Western Publishing Co.	1988
Kimbrell, Grady, and Vineyard, Ben	*Entering the World of Work*	Glencoe	1986
Kimbrell, Grady, and Vineyard, Ben	*Succeeding in the World of Work*	Glencoe	1986
Knapp, Lila F., and Robert R.	*Career Occupational Preference System*	EdITS	1982
Littrell, J. J.	*From School to Work*	The Goodheart-Willcox Company, Inc.	1987
Morton, John S.	*Consumer Action: Personal Business Management*	McGraw-Hill	1986

Author	Title	Publisher	Year
Oklahoma State Department of Vo-Tech Education	*Group Instruction for Cooperative Training--Year 2*	Oklahoma State Department of Vo-Tech Ed.	1990
Oklahoma State Department of Vo-Tech Education	*Individualized Cooperative Education--Year 1*	Oklahoma State Department of Vo-Tech Ed.	1990
Olinzock, Anthony A., and Santos, Otto Jr.	*Microcomputer Activities for the Office*	South-Western Publishing Co.	1989
Robert, Henry M.	*Robert's Rules of Order: Newly Revised*	various publishers	1990
Ryan, Joan S.	*Managing Your Personal Finances*	South-Western Publishing Co.	1990
Ryan, Joan S.	*Personal Business Management*	South-Western Publishing Co.	1990
Saxon, Burt, and Young, Mary	*Book One: A New Look at Yourself*	Educational Design, Inc.	1991
Short, Frank	*Understanding and Using Appleworks*	West Publishing Company	1986
Stull, William A., and Zedlitz, Robert H.	*The Work Experience Planner*	South-Western Publishing Co.	1990
United States Department of Labor	*Dictionary of Occupational Titles*	United States Dept. of Labor (U.S.G.P.O.)	1989
United States Department of Labor	*Occupational Outlook Handbook*	United States Dept. of Labor (U.S.G.P.O.)	1990

Author	Title	Publisher	Year
United States Employment Standards Administration	*Child Labor Requirements in Nonagricultural Occupations*	GPO Item No: 777-B	1985

AUDIOVISUAL

Title	Format	Source	Year
Am I Worthwhile: Identity and Self-Image	videotape	Center for the Humanities	1974
As Others See You: Creating a Reputation	videotape	Sunburst Communications	1981
Banking and Banking Services	filmstrip	EMC Publishing	1976
Be a Winner	videotape	Sunburst Communications	1987
Before Tomorrow Becomes Today	filmstrip	Educational Associates	1987
Careers and Values: Understanding Your Choices	videotape	Sunburst Communications	1981
Communication Skills at Work: Dealing with Customers	videotape	Guidance Associates	1989
Communication Skills at Work: Dealing with Supervisors	videotape	Guidance Associates	1989
Communications Media	videotape	Conover	1988
Construction	videotape	Conover	1988
Consumer and Home Making	videotape	Conover	1988
Decision-Making Skills	videotape	Guidance Associates	1989

Title	Format	Source	Year
Dropping Out: Road to Nowhere	videotape	Guidance Associates	1982
Employability Skills Cabinet	kit	Pace Learning Systems	1990
The Employment Interview for High School Students	videotape	Johnson/Rudolf	1987
Feeling Good About Yourself: Self-Confidence	filmstrip	Center for the Humanities	1978
Four Pregnant Teenagers, Four Different Decisions	videotape	Sunburst Communications	1987
Free Enterprise Today (Vol. 1-3)	filmstrips	South-Western Publishing Co.	1986
Friends: How They Help, How They Hurt	videotape	Sunburst Communications	1985
The Gentle Art of Saying No	filmstrip	Sunburst Communications	1979
The Group and You: Handling the Pressure	videotape	Sunburst Communications	1984
A Guide to Saving and Checking Accounts	filmstrip	Learning Seed	1986
Hard Facts about Drugs: Alcohol, Marijuana, Cocaine and Crack	videotape	Guidance Associates	1989
Hospitality and Recreation	videotape	Conover	1988
How to Get the Most from What You Read: Making Judgments and Drawing Conclusions	filmstrip	Guidance Associates	1985

Title	Format	Source	Year
How to Prepare for a Competency Test	filmstrip	Guidance Associates	1979
How to Use Your Time Better and Improve Your Grades	filmstrip	Guidance Associates	1986
How to Write Letters Asking for Information	filmstrip	Guidance Associates	1979
If at First...: How to Get a Job and Keep It	videotape	Guidance Associates	1989
Job Survival Skills: Working with Others	videotape	Guidance Associates	1989
Labor Unions: What You Should Know	videotape	Guidance Associates	1977
Language Competency Cabinet	kit	Pace Learning Systems	1984
Liking Me, Building Self-Esteem	videotape	Sunburst Communications	1986
Living with Trouble: Crisis in the Family	filmstrip	Sunburst Communications	1984
Making Decisions	filmstrip	Sunburst Communications	1985
Money and Values	filmstrip	Learning Seed Company	1980
The Newspaper Reading Skills	filmstrip	Society for Visual Education	1978
No Boundaries: Equal Career Opportunities	filmstrip	Guidance Associates	1982

Title	Format	Source	Year
On-the-Job Survival Skills	videotape	Pleasantville Media	1987
Open for Business	videotape, workbook	McGraw-Hill	1972
The Pay Check Puzzle	videotape	Guidance Associates	1989
Person Power, Value, Personal Hygiene	filmstrip	Marsh Film Enterprises	1976
Personal Service	videotape	Conover	1988
Public Service	videotape	Conover	1988
Question of Values	videotape	RMI Media Productions	1978
Reading Competency Cabinet	kit	Pace Learning Systems	1986
Safety Is a Full-Time Job	videotape	Educational Activities	1982
The School Blues: Overcoming School Related Problems	filmstrip	Human Relations Media	1981
So You Want to Use Credit	filmstrip	Changing Times Education Service	1972
Social Skills on the Job	kit	Conover	1988
Study and Test Taking Series	filmstrip	Marsh Film Enterprises	1982
Stumbling Blocks in Arithmetic	filmstrip	Pathescope Educational Media	1982
Teenage Blues: Coping with Depression	filmstrip	Sunburst Communications	1983

Title	Format	Source	Year
Test Taking Techniques	filmstrip	Educational Activities	1980
Trouble at Home: Learning to Cope	videotape	Sunburst Communications	1985
Turning Off: Drugs and Peer Pressure	videotape	Pleasantville Media	1986
Understanding Law	videotape	Educational Activities	1976
Understanding Taxes	workbook	Internal Revenue Service	1984
Who Am I: Looking at Self-Concept	filmstrip	Sunburst Communications	1983
Who Can Help You: Using School and Community Resources	filmstrip	Guidance Associates	1974
Work Habits and Attitudes	filmstrip	Harvest Educational Labs	1981
Work: Sets I & II	videotape	Educational Activities	1980

SOFTWARE

The committee has recommended a few specific titles, but most of the following list is made up of various *kinds* of software, rather than specifics. The software chosen will depend on the computer equipment that is available at the particular school.

Title	Format	Sources	Year
Algernon	IBM, Apple, Commodore, Tandy 1000	Sunburst Communications	1986
Approaches to Problem Solving	Apple	Educational Publishing	1987

Title	Format	Sources	Year
Babysitting Basics	Apple	MCE	1986
Be a Winner: Set Your Goals	IBM, Apple	Microcomputer Educational Programs	1986
Bon Voyage	Apple, TRS 80	Queue, Inc.	1989
Business Quiz (various topics)	IBM, Apple	Midwest Agribusiness Services	1989
Buyer Beware	Apple	Microcomputer Educational Programs	1986
Career Development Plan	IBM, Apple	Career Development, Inc.	1988
Communication Skills	IBM, Apple	Microcomputer Educational Programs	1987
Computer Assisted Writing	IBM, Apple, Tandy	Educational Activities	1986
Consumer Talk	Apple, TRS 80	Queue, Inc.	1983
Dilemma	IBM, Apple, Tandy	Educational Activities	1985
Descriptive Language Arts Development	IBM, Apple, Tandy	Educational Activities	1986
EA Core Vocabulary, Worksheet Generators	Apple	Educational Activities	1988
EA Mathematics, Worksheet Generators	IBM, Apple, Tandy	Educational Activities	1987
English on the Job: Cashier	IBM, Apple	Conover	1990

Title	Format	Sources	Year
English on the Job: Cook	IBM, Apple	Conover	1990
English on the Job: Maintenance Mechanic	IBM, Apple	Conover	1990
Filling Out Job Applications	IBM, Apple	Microcomputer Educational Programs	1986
Following Directions	IBM, Apple	Microcomputer Educational Programs	1987
Fundamental Punctuation Practice: Level C	Apple	American School Publishers	1985
The Grocery Game	Apple	Learning Seed	1986
High Steps to Comprehension	Apple	Educational Publishing Concepts	1986
How to Handle a Checking Account	IBM, Apple	Learning Seed	1985
How to Read for Everyday Living	Apple, TRS 80, IBM, or Tandy	Educational Activities	1986
Insurance: Sorting It All Out	Apple	Microcomputer Educational Programs	1986
Job Attitude: Assessment and Improvements	IBM, Apple	Microcomputer Educational Programs	1986
Job Success: First Days on the Job	IBM, Apple	Microcomputer Educational Programs	1987
Job Success: Your Personal Habits	IBM, Apple	Microcomputer Educational Programs	1987

Title	Format	Sources	Year
Job Success: Your Work Habits	IBM, Apple	Microcomputer Educational Programs	1987
Mastering Library Skills	Apple	Educational Publishing Concepts	1987
Math Baseball	IBM, Apple, TRS 80, Commodore, Tandy	Educational Activities	1982
Math on the Job: Carpenter	IBM, Apple	Conover	1985
Math on the Job: Janitor/Maintenance Person	IBM, Apple	Conover	1985
Math Skills at Work	Apple, TRS 80	Queue, Inc.	1989
Money Matters	Apple, TRS 80	Queue, Inc.	1983
101 Misused Words	IBM, Apple	Learning Seed	1984
Percentages	Apple, TRS 80, Atari, Commodore	Educational Activities	1981
Regions of the United States	IBM, Apple, TRS 80, Commodore, Tandy	Educational Activities	1983
Safari Search	IBM, Apple, Commodore, Tandy	Wings for Learning	1988
Salina Math Games	Apple or TRS 80	Educational Activities	1984
Scrambled Letter Flash Spelling	Apple, TRS 80, Commodore, Atari	Educational Activities	1981

Title	Format	Sources	Year
Self-Evaluation	IBM, Apple	Conover	1990
Shop and Save	Apple, TRS 80	Queue, Inc.	1983
Spell It	IBM, Apple, Macintosh	Davidson & Associates	1990
States & Traits	IBM, Apple, Commodore	Designer Ware	1986
Stop, Look, Learn: Highway Warning Signs	Apple, TRS 80	Queue, Inc.	1989
Time Capsule	Apple	Learning Well	1986
TIPS for Successful Employment and Living	IBM, Apple	Florida Department of Education	1990
Understanding Contracts	Apple	Microcomputer Educational Programs	1986
Urban Reader	Apple	Educational Publishing	1986
Values Clarification	IBM, Apple	Conover	1990
Working Today and Tomorrow	IBM, Apple	EMC Publishing	1986
You and Others	IBM, Apple	Conover	1990
You Decide: The Influence of Media	Apple, TRS 80	Queue, Inc.	1989

General Software

Word processing software (for letters of application, resumes, reports)

Database software (to keep records of students, employees)

Printshop or *Printmaster* (signmaking software)

Spreadsheet software (for grades, budgets, etc.)

MISCELLANEOUS AND NONCOMMERCIAL MATERIALS

ABCs of Parliamentary Procedure
Florida Power and Light
(free pamphlet)

Career Interest Survey
Glencoe Publishing
Front and Brown Streets
Riverside, NJ 08075

Columbia High School 9th Grade
Work Experience Program
P.O. Box 1178
Lake City, FL 32056-1178
Contact: Glenn Adams
(904) 755-8130
(forms for Work Experience)

Florida Economic Council
various locations throughout the state
(free audiovisual and printed materials)

The Miami Herald
My Choice: The Wise Choice
Newspapers in Education Series 1990
(drug education supplement)

National Information Center
for Educational Media (NICEM)
P. O. Box 40130
Albuquerque, NM 87196

Pinellas County School Board
Course Outlines for Work Experience I, II, and III
Learning Guide for Intended Outcomes
Supplemental Activities to *Succeeding in the World of Work* (July 1989)
Contact: Joni Jonas
(813) 546-2411

Save Our Source Sourcebook
Florida Power and Light

School District of Hillsborough County
A Resource Guide and LAPs for Diversified Cooperative Training
Contact: Richard Powell
(813) 238-9721
(individual modules)

School Board of Alachua County
Cooperative Education
620 East University Avenue
Gainesville, FL 32601
Contact: Glen Moore
(forms for Cooperative Ed.)

School Board of Broward County
Vocational, Technical, and Adult Education Section
701 South Andrews Avenue
Ft. Lauderdale, FL 33326
(individualized units)

Toastmasters International Youth Leadership Program
P.O. Box 10400
Santa Ana, CA 92711
(or contact local Toastmasters Organization)

University of South Florida
College of Education
Center for Economic Education
National Resource Center for Middle Grades Education
Tampa, FL 33620
(813) 974-2175 & 974-2530
(commercial materials, research products, consultative services, and workshops for grades 4-9; catalogues available)

FEIS Services

FLORIDA EDUCATIONAL INFORMATION SERVICE
2003 Apalachee Parkway
Tallahassee, FL 32301
(904) 487-2054

If you need (1) information about copyright; (2) a list of instructors teaching Work Experience programs in Florida; (3) journal articles or project reports on specific topics; (4) curriculum and instructional materials; or (5) information on current trends, issues, and research, please contact the Florida Educational Information Service (FEIS), Center for Instructional Development and Services, College of Education, Florida State University, 2003 Apalachee Parkway, Tallahassee, Florida 32301, (904) 487-2054. FEIS will tailor its services to meet your needs for information concerning resource materials.

APPENDIX A

Sample Student Learning Guide
for
Work Experience

ABOUT STUDENT LEARNING GUIDES

As mentioned in the Instructional Approach section of the *Florida Vocational Education Program Implementation Guide,* competency-based vocational instruction (CBVI) is the most appropriate instructional approach to teaching students to become competent workers. In order to implement CBVI effectively and efficiently, you and the students should have access to competency-based instructional materials, such as student guides.

The following components are often included in a student learning guide:

The **introduction** includes the intended outcome, the SPS for which the guide is developed, and an introduction to the guide, stating why this topic is important to study and what this guide is about (other information, such as the relationship between this guide and other guides, can be included on this sheet also).

Objectives include both knowledge and performance objectives if the SPS calls for hands-on performance, but only knowledge objectives if the SPS requires knowledge-oriented competencies.

Resources include the instructional materials that students should study and the tools and supplies that students should have access to in order to complete this guide.

Learning activities include a list of steps that students should follow in order to master the objectives.

The **self-check** consists of questions designed to help students review.

The **activity sheet** is designed to help students practice hands-on tasks for performance objectives. (If the SPS does not require hands-on activity, this sheet is not included in the learning guide.)

Information sheets provide information, guidance, or summaries not available elsewhere. These are usually instructional resources for the knowlege objectives.

The **written test** measures student achievement on the knowledge objectives.

The **performance test** is designed to be used by the evaluator/instructor to assess the student's level of achievement on the performance objectives.

The student learning guide may consist of two or more sets of the above components if the objectives need to be divided into two or more groups. Whatever format you use for the student learning guide, these components should be included in order to provide for instructional events such as gaining attention, stating objectives, recalling prerequisites, providing instructional stimulus, providing learning guidance, eliciting performance, providing feedback, assessing performance, and enhancing retention and transfer.

06.1 IDENTIFY PROPER APPEARANCE

PROCEDURE

LEARNING ACTIVITIES	RESOURCES
1. Read Resource No. 1 to become familiar with aspects of proper appearance. 2. Evaluate your knowledge by completing the Self-Check.	1. Instruction Sheet enclosed-- Looking Good 2. Self-Check enclosed

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Looking Good

"What I wear is my own business!" That may be true in your personal life, but on the job, it's your employer's business, too. Workers who think that clothes, grooming, personal habits, and general health can't help--or hurt--when trying to get a good job are only kidding themselves. In fact, some employers rate their workers' appearance and grooming habits on employee evaluation forms and use these evaluations in deciding who will get a raise or promotion. Grooming and dressing are important for two reasons:

1. safety (to protect employees from injury)
2. appearance (to help employees look good)

"Why should my appearance matter? I get my work done, and I do a good job!" Employers know that customers and co-workers expect to deal with people who are clean, healthy looking, and neatly dressed. They also know that people sometimes judge a company by the appearance of its workers. For these reasons, most employers insist that their workers have good grooming habits.

Personal appearance can help a worker's chances for promotion. Things like proper weight, good posture, and pleasant manners can be very important, especially in businesses where the employee must work with the public. Sometimes nervous personal habits (like smoking, chewing gum, cracking knuckles, or biting fingernails) can keep workers from jobs where they must represent the company to the public.

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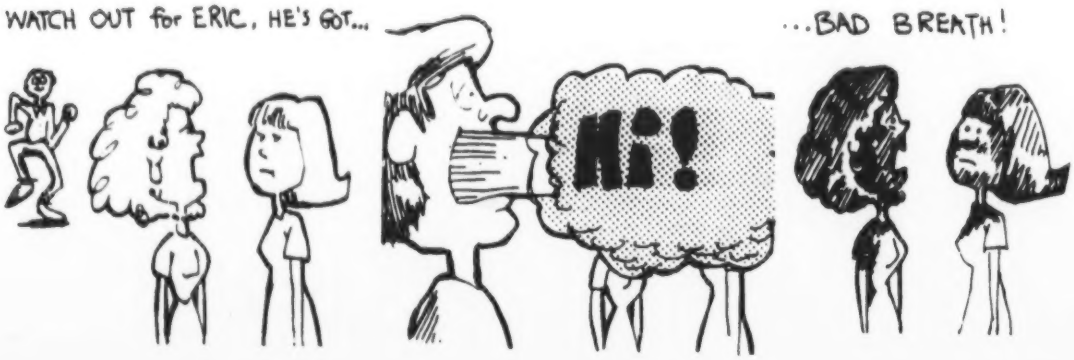
The most important rule in good grooming is cleanliness: hair, clothes, body, fingernails, breath. But there are other grooming rules a new worker needs to think about, such as prop dress. Some companies provide or require uniforms for their employees. Others have dress codes. These are rules or guidelines for what to wear, including clothes, jewelry, and hairstyles. For example, many employers prefer female workers to wear very little makeup and jewelry to work. They may ask their male employees to be clean shaven or to wear only short, well-trimmed beards or moustaches. Dress codes like these are chosen to improve the appearance of employees.



Employers also choose dress codes or uniforms for their workers' safety. Steel-toed shoes, protective eye goggles, and rubber gloves are safety wear required on some jobs. For people who work with machines, long hair can be a safety hazard. Dress codes that require short hair (or require hair to be pulled back) are designed to prevent accidents.

Not all dress codes are written down. Some are just understood. For example, dirty hair and wrinkled clothes with missing buttons are never proper dress. Heavily scented colognes and after-shaves are better worn after hours and not to work. For some kinds of work, blue jeans are fine, but they are not suited for all jobs. In the same way, there are jobs where a business suit would be out of place.

The general dress code for any job is to dress neatly and appropriately. This means wearing the clothes, jewelry, and hairstyle suitable for the kind of work you do.

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DIRECTIONS:

Evaluate your knowledge by answering True or False to the items below on a separate sheet of paper.

1. Two reasons why grooming and dress are important are safety and appearance.
2. The most important rule in good grooming is cleanliness.
3. Dress codes are guidelines for what employees should not wear.
4. Dress codes are enforced only to ensure worker safety.
5. The general dress code for any job is to dress neatly and appropriately.

Now check your answers with the Answer Key.

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ANSWER KEY

1. T
2. T
3. F
4. F
5. T

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Appendix B

Samples of Forms Mentioned in the Curriculum Frameworks

SCHOOL DISTRICT OF HILLSBOROUGH COUNTY, FLORIDA
COOPERATIVE TRAINING

TRAINING AGREEMENT

_____ (Training Agency) will permit _____ (Student) to be employed in their business for the purpose of gaining practical knowledge and experience in the occupation of _____. The training will be provided in accordance with the following conditions:

THE EMPLOYER AGREES TO:

1. Employ the student for an average of _____ hours per week and pay the student at the same rate as any other beginning employee in the same job.

   The beginning rate of pay will be _____
2. Provide training of the student in accordance with the Training Plan.
3. Provide instruction in safe and correct procedures and supervise the student's work.
4. Work with the teacher/coordinator to insure the best possible training.
5. Evaluate the student's performance on a regular basis.
6. Consult with the teacher/coordinator if dismissal or layoff is anticipated. Conferences about unsatisfactory situations should be held to avoid dismissals.
7. Permit the teacher/coordinator to regularly review the progress of the student.
8. Provide coverage for the student under Worker's Compensation Act.

THE STUDENT AGREES TO:

1. Work for the employer in order to receive training and experience.
2. Demonstrate an interest in the job and cooperate with all persons involved in training.
3. Adhere to all rules and regulations of the business and act in an ethical manner at all times.
4. Attend a minimum of one hour of supervised related program instruction per day.
5. Inform the employer and the teacher/coordinator in the event of illness or emergency that prevents attendance.
6. Develop knowledge and skills necessary to become an effective employee of the business.
7. Be punctual and in attendance on-the-job and at all specified meetings.
8. Not voluntarily quit/resign a job without previous authorization from the employer and the teacher/coordinator. If the student does so without proper authorization, he/she will be automatically withdrawn from the program and/or will receive a failing grade for work.
9. Maintain an accurate daily record of hours worked. This information must be submitted to the teacher/coordinator no later than the last working day of each month.
10. Understand that the teacher/coordinator is the recognized authority for making adjustments or changes in the on-the-job training. This same principle applies regardless of whether or not the student obtained his/her own job.

GENERAL POLICIES:

1. Regular conferences will be held by the training sponsor, student, and the teacher/coordinator to discuss the student's progress.
2. The teacher/coordinator will offer related instruction in school and coordinate the school activities and on-the-job training.
3. This cooperative education program will not in any way, interfere with company policy.

Student _____ Social Security # _____

Teacher/Coordinator _____ Date _____

Parent/Guardian _____ (if applicable) Training Sponsor _____

Beginning date _____ Termination date _____

NOTE: After all signatures are obtained, make a copy for the employer.

-B 40410 (4-79)

TRAINING AGREEMENT
WORK EXPERIENCE

To be signed prior to acceptance in the Work Experience Program.

The Work Experience Program is planned to develop a student academically, economically, and socially. There are responsibilities you as a student must realize and agree to in order to be successful in the Work Experience Program.

AS A CONDITION FOR ACCEPTANCE INTO THE WORK EXPERIENCE PROGRAM, I AGREE TO THE FOLLOWING:

1. To observe all rules and regulations of the school.
2. To continue daily attendance in scheduled classes and on the job.
3. To be on time to all scheduled classes and on the job.
4. To realize that counseling and guidance from the coordinator is an essential part of this program.
5. To prepare all class assignments.
6. To carry out my training on the job in such a manner that I will reflect credit upon myself and the program.
7. To notify my employer and Work Experience Coordinator in advance in case of necessary absence.
8. To know that the coordinator is the recognized authority for making adjustments or changes in the job training job.
9. To know that if my conduct of work is not satisfactory that my job will be terminated.
10. Transportation shall be furnished by students with the approval of the coordinator.
11. To make provisions for savings and budgeting.

_____ _____
DATE STUDENT SIGNATURE

_____ _____
DATE PARENT SIGNATURE

_____
COORDINATOR SIGNATURE

Return by: _____

PINELLAS COUNTY SCHOOLS

VOCATIONAL COOPERATIVE EDUCATION TRAINING PLAN

name of student trainee	name of high school	name of coordinator	name of program
name of company	student's job title	name of supervisor	1 2 3 4 5 6 grading period

DIRECTIONS: The purpose of this evaluation is to provide feedback necessary to improve the student trainee's on-the-job performance. This evaluation will be one factor in determining the final grade that will be recorded on the student's report card. Using the rating scale listed below, circle the appropriate number to the right of the characteristic or specific competency to indicate the level of job performance:

4 = Excellent
3 = Better than Average
2 = Average
1 = Poor
0 = Unsatisfactory
N/A = Does not Apply

1.	**Appearance:** clean, well groomed	4 3 2 1 0 N/A
2.	**Communication:** uses correct English writing skills, speaks clearly, listens attentively	4 3 2 1 0 N/A
3.	**Attitude:** works well with others, shows enthusiasm, loyal to company, courteous to all	4 3 2 1 0 N/A
4.	**Attendance and Punctuality:** times absent _____; times tardy _____	4 3 2 1 0 N/A
5.	**Cooperation:** accepts responsibility, respectful to supervisors, cares for working area, avoids rash decisions, gets along with other employees	4 3 2 1 0 N/A
6.	**Quality of Work:** neat, accurate, follows instructions, meets work specifications	4 3 2 1 0 N/A
7.	**Quantity of Work:** consistent in work productivity, shows initiative	4 3 2 1 0 N/A
8.	**Job Knowledge:** ability to use equipment, materials, tools, etc.	4 3 2 1 0 N/A
9.	**Reliability:** accepts responsibility, follows safety, security, and/or sanitary procedures	4 3 2 1 0 N/A
10.	**Aptitude for Job:** ability to learn job skills, interest in learning	4 3 2 1 0 N/A

SPECIFIC TRAINING PLAN TASKS:

11.	_____	4 3 2 1 0 N/A
12.	_____	4 3 2 1 0 N/A
13.	_____	4 3 2 1 0 N/A
14.	_____	4 3 2 1 0 N/A
15.	_____	4 3 2 1 0 N/A
16.	_____	4 3 2 1 0 N/A
17.	_____	4 3 2 1 0 N/A

Comments: _____

_____

_____

_____

_____ signature of OJT supervisor

_____ position

_____ date

WHITE - Coordinator YELLOW - Student Trainee PINK - Employer

PCS Form 1974 (Rev 6/88)

SPECIFIC TRAINING PLAN TASKS:

_____ 4 3 2 1 0

_____ 4 3 2 1 0

_____ 4 3 2 1 0

_____ 4 3 2 1 0

_____ 4 3 2 1 0

_____ 4 3 2 1 0

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_____ 4 3 2 1 0

_____ 4 3 2 1 0

DADE COUNTY PUBLIC SCHOOLS
Office of Vocational, Adult, and Community Education
1450 Northeast Second Avenue
Miami, Florida 33132

WORK EXPERIENCE PROGRAM
INDIVIDUALIZED GUIDANCE PROGRAM and ADMISSION CRITERIA

(Attach to Student Application Form #98. Retain on File for 4 years.)

Students enrolled in the Work Experience Program must:

A. Be 14 years of age or older.

B. Be in grades 7, 8, 9, or 10.

C. Have signed permission from parent or guardian.

D. Participate in a work experience situation as an employee for an average of 2 hours per day (a minimum of 10 hours on-the-job per week is recommended).

E. Possess a Social Security card.

F. Meet at least one of the following characteristics:

(TO BE COMPLETED BY CO-OP TEACHER) - CHECK ALL CHARACTERISTICS AND OBJECTIVES THAT APPLY.

FILE CHECKLIST

AT-22 _____
Age Certificate _____
Application for WEP _____
Criteria _____
Time Card _____ 1.
_____ 2.
_____ 3.
_____ 4.
Co-op Student Agreement _____
Training Plan/Employer Rating
_____ 1.
_____ 2.
_____ 3.
_____ 4.
Safety Agreement _____
Placement Update _____
_____
_____
_____

STUDENT _____ YEAR IN PROGRAM _____ SCHOOL_____

1. TRUANCY PROBLEM

The student will:

___ A. attend school every day
___ B. attend regularly scheduled classes
___ C. be punctual
___ D. show progress in reduced attempts to go to work when he/she does not attend school

2. NEED TO WORK TO CONTINUE EDUCATION

Given an employment situation, the student will:

___ A. be punctual in performing assigned tasks
___ B. not take goods, items, or products without permission
___ C. demonstrate the importance of proper attire for the job
___ D. practice safety on the job
___ E. exhibit a willingness to perform on the job

3. DEPRIVED ECONOMICALLY

The student will:

___ A. perform the job satisfactorily
___ B. display pride in his/her job performance
___ C. choose to do a job well because he/she understands its contribution to society

4. NEGATIVE ATTITUDES CONCERNING WORK, SCHOOL, AND SOCIETY

The student will:

___ A. display a respectful attitude toward the employer
___ B. refrain from gossiping, complaining, or from using other negative responses related to other employers
___ C. maintain good employer-employee relationships
___ D. maintain good peer and faculty relationships
___ E. participate in class in a positive way
___ F. identify and practice good citizenship

5. POOR SELF-CONCEPT

The student will:

___ A. demonstrate the need for daily bathing and the use of deodorant
___ B. be cognizant of the health aspects of keeping the teeth brushed
___ C. wear clean clothing
___ D. keep surroundings clean
___ E. keep hair clean, trimmed and well-arranged
___ F. select proper clothing
___ G. select attractive and becoming clothing

6. ALIENATED

The student will:

___ A. assist others with their duties after his/hers are completed
___ B. display increasing willingness to accept, without emotional upset, criticism about job performance
___ C. be receptive of other employees' point of view
___ D. be willing to accept the consequences of his/her proposed actions in light of group norms

7. DISCIPLINE PROBLEMS

The student will:

___ A. exhibit good emotional control and classroom behavior
___ B. seek suggestions from teachers, other employees, and the employer in an effort to improve
___ C. report mistakes that would seriously affect the business, school, or him/herself
___ D. obey laws
___ E. show respect for rules
___ F. observe decent behavior
___ G. identify with locally established modes of behavior

8. HALF DAY PERFORMERS (LIMITED SPAN)

The student will:

___ A. try again after failing to perform an assigned task
___ B. listen attentively and respectfully before carrying out instructions

9. OVERAGE IN GRADE

___ A. receive promotion based upon performance
___ B. improve grades based upon performance

10. NOT RELATING WITH CLASSWORK

The student will:

___ A. prepare all assignments
___ B. interact with teachers and classmates
___ C. have all paraphernalia needed for class participation
___ D. take part in other curriculum activities related to the class
___ E. assist in developing individual and group goals

PAGE 4 **WEP INDIVIDUALIZED GUIDANCE PROGRAM AND ADMISSION CRITERIA**

11. LACK OF INTEREST IN OTHER SCHOOL PROBLEMS

The student will:

__ A. remain in school
__ B. seek additional information outside
__ C. demonstrate progress in school achievement
__ D. identify appropriate subjects and schools which will assist him/her in making a wise occupational choice

Career Objectives: _____

_____

_____
Teacher's Signature Date

_____
Student's Signature Date

INDIVIDUALIZED GUIDANCE PROGRAM MUST BE COMPLETED IN A GUIDANCE SESSION PRIOR TO ADMISSION.

12. OTHER (SPECIFY)

A. _____
B. _____
C. _____
D. _____
E. _____

NOTES/CONFERENCES/DATES

Appendix C

Additional Sample Forms*

*The following forms have been kindly provided by the district vocational supervisors and Work Experience teachers/coordinators of Alachua, Hillsborough, Nassau, Dade, and Columbia counties. They are included as samples only, but may be adapted by others. Because guidelines and policies may differ from district to district, please be sure that you (the instructor or principal) incorporate those guidelines and policies of your district.

THE SCHOOL BOARD OF

School Name, Address, Phone, Fax

Date:

Prospective Employer:

Company's Address:

Company's Phone Number:

Dear

This letter will introduce _____, a CO-OP student, from (Your school's name) as a possible employee for your firm. Any consideration you may give this student will be appreciated. It is to your advantage to consider employing the work experience students because most of them leave school two hours early in order to work. The students receive grades for those two hours from their employer. This should motivate the student to do a better job for you.

Please use the check list below to indicate the results of the interview. However, if the student is submitting an application you need only to sign this form and return it to the student.

We appreciate your contribution to the youth of the community. Thank you for your cooperation.

Very truly yours,

(Your name)
Work Experience Program

(Your phone number)

_____
Interviewer's name, title, & telephone # Date

	EXCELLENT	AVERAGE	POOR	COMMENTS
APPEARANCE				
VERBAL RESPONSES				
STUDENT'S APPLICATION				

FIELD TRIP SUGGESTIONS

COMPANY (CONTACT PERSON)	ADDRESS PHONE #	DESCRIPTION	DAYTIME	TIME LENGTH (HOURS)	NOTICE NEEDED (WEEKS)	ADDITIONAL INFORMATION

School Board of Alachua County

STUDENT APPLICATION

COOPERATIVE EDUCATION

DATE _____

NAME _____

CURRENT GRADE LEVEL _____

Form No. VOC 878 006
New Date 9/9/87

APPROVED _____ PENDING _____ DISAPPROVED _____

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(Attach school records, transcript, etc.)

Indicate your ***present*** class schedule below.

Period	Subject	Grade	Room No.	Teacher
1				
2				
3				
4				
5				
6				
7				

Please print neatly in ink

CBE ☐
Co-op Ag ☐
DCT ☐

Photograph
(Optional)

Name

Address

City Zip

Date of Birth Telephone

Social Security No Family Doctor/ Telephone Church Preference (optional)

Explain any physical limitations.

Father's Name Employer Position Telephone

Mother's Name Employer Position Telephone

Guardian's Name Employer Position Telephone

Is it necessary for you to contribute to your support at this time? ☐ Yes ☐ No

What promoted your interest in this program?

Have you discussed this program with your parents? ☐ Yes ☐ No

What high school subjects do you like best?

Which do you like least?

Number of absences last semester?_____ the current semester?_____

(Explain excessive absences.)

List all the subjects you need to graduate.

List extracurricular activities in which you have taken part.

How do you spend your leisure time?

Transportation City Bus ☐ Car ☐ Walk ☐ Other

CHARACTER REFERENCES *(Do not list relatives or personal friends.)*

Name	Address	Telephone

FORMER EMPLOYERS

Company	Address	Supervisor	Telephone	Position

PRESENT EMPLOYMENT

Company	Address	Supervisor	Telephone	Position

In what type of occupation do you desire training? _____

List special skills _____

Would you like to be placed with a specific company? _____

Name and address of company _____

Contact Person _____ Telephone _____

PLANS AFTER HIGH SCHOOL

WORK
Part-time ☐
Full-time ☐

COLLEGE
Name _____
Tentative Major _____

MILITARY
_____

OTHER
_____

The School Board of Alachua County will enroll students in Cooperative Education Programs without regard to race, color, religion, national origin, handicap, marital status and/or sex.

I HEREBY CERTIFY that the above and foregoing information is true and correct to the best of my knowledge and belief.

_____ _____

Parent's Signature Student's Signature

COOPERATIVE EDUCATION DEPARTMENT

Information Request Form

Name _____ Grade _____ Home Phone # _____

Your Present Schedule:

Period	Subject	Teacher	Room
1			
2			
3			
4			
5			
6			
7			

PLEASE CIRCLE THE TYPE OF JOB TRAINING YOU ARE INTERESTED IN:

Air Conditioning
Animal Work
Appliance Repair
Auto Body Work
Auto Mechanic
Auto Supply Sales
Bank Clerk
Banking
Body Repair
Bookkeeper
Boutique Sales
Building Supplies Sales
Cabinet Making
Cabinet Shop
Carpentry
Carpet Store
Car Wash
Cashier
Chef or Cook
Citrus Groves
Construction
Court Reporter
Dental Assistant
Department Store Sales
Dietician
Discount Store Sales
Drafting
Drug Store
Electrical
Fashion Coordinator
File Clerk
Finance
Florist
Furniture Store
Gas Station
General Office
Clerk (filing, typing, phone, etc.)
Hardware Sales
Hotel/Motel Management
Janitorial
Jewelry Store
Landscaping
Laundry
Lawn and Garden Sales
Lawn Maintenance
Legal Aide
Manufacturing
Medical Assistant
Menswear Sales
Nursery Plant
Nurses Aide
Office Occupations
Payroll Clerk
Police Work
Printing
Public Accountant
Radio and TV
Ranch Work
Real Estate
Receptionist
Restaurant Management
Secretary (general)
Secretary (legal)
Secretary (medical)
Shipping and Receiving
Shoe Store Sales
Small Engine Work
Sporting Goods
Stenographer (does mostly shorthand and typing)
Supermarket
Telephone Operator
Travel Agency
Typist
Waitress or Waiter
Welding
Wholesaling
Wrought Iron Work
Other: _____
_____
_____

SOCIAL SECURITY

Name _____
last first middle initial

Sex _____ Race_____ Grade _____

Birthdate and Year _____ Age _____

Address _____

_____

Social Security Number _____

YOU MUST HAVE A SOCIAL SECURITY NUMBER TO BE IN WORK EXPERIENCE.

_____
Signature

In compliance with Rule 6A- 6, 56

You need to bring a copy of your birth certificate or bring in your birth certificate and we will make a copy and return the original to you.

SCHOOL DISTRICT OF HILLSBOROUGH COUNTY, FLORIDA
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
WORK EXPERIENCE (GROUP) STUDENT SELECTION FORM

In accordance with the requirements that are stated in the Work Experience Program Standards Bulletin, 80H-3 of 1972 and the Hillsborough County Handbook of Policies and Procedures for the Work Experience Program, the students whose names appear below have been screened by the Work Experience Program Committee for _____ School. The following students are potential school leavers for the reasons indicated below and would benefit by being in the Work Experience Program. These students are unable to progress in a normal instructional situation.

STUDENT'S NAME	CRITERIA CODES*	COMMENTS	DATE ACCEPTED
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

*Criteria Codes (may use more than one)

A. Emotionally frustrated
B. Overage in grade
C. Not doing classwork
D. Truancy
E. Need work to continue education
F. Deprived economically
G. Negative attitude toward work, school, and society
H. Alienated
I. Discipline problem
J. Half-day performer
K. Financially burdened
L. Non-academically talented
M. Poor self-concept

_____ Principal

_____ Guidance Counselor

_____ Work Experience Teacher-Coordinator

STUDENT PROGRESS REPORT

From: Glenn O. Adams
Work Experience Coordinator
At-Risk Teacher

Student Name _____ Date _____

1. _____ _____ _____
Subject Teacher Name Teacher Signature

Comments:

2. _____ _____ _____
Subject Teacher Name Teacher Signature

Comments:

3. _____ _____ _____
Subject Teacher Name Teacher Signature

Comments:

4. _____ _____ _____
Subject Teacher Name Teacher Signature

Comments:

5. _____ _____ _____
Subject Teacher Name Teacher Signature

Comments:

6. _____ _____ _____
Subject Teacher Name Teacher Signature

Comments:

WORK EXPERIENCE JOB SKILLS PLAN

name of student trainee	name of school	name of coordinator	name of program

name of company	student's job title	name of supervisor

SPECIFIC JOB SKILLS TO BE LEARNED ON-THE-JOB

1. _____ 4 3 2 1 0 N/A
2. _____ 4 3 2 1 0 N/A
3. _____ 4 3 2 1 0 N/A
4. _____ 4 3 2 1 0 N/A
5. _____ 4 3 2 1 0 N/A
6. _____ 4 3 2 1 0 N/A
7. _____ 4 3 2 1 0 N/A
8. Comments: _____

_____

_____

_____

signature of OJT supervisor	signature of student	date

signature of coordinator

WHITE · Coordinator YELLOW · Student Trainee PINK · Employer

SCHOOL DISTRICT OF HILLSBOROUGH COUNTY, FLORIDA
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
COOPERATIVE EDUCATION
STUDENT EMPLOYMENT

_____ Semester_____ Year_____ _____
SCHOOL PROGRAM

M	F	STUDENT'S NAME	PLACE OF EMPLOYMENT BUSINESS NAME & COMPLETE ADDRESS	EMPLOYER'S PHONE	NAME OF IMMEDIATE SUPERVISOR

COPIES: 1 - Original-Area Supervisor; 1 - Teacher

List all students enrolled in program--employed and unemployed

SB 77001

_____
Teacher Signature

Dear Parents,

Your child has expressed an interest in the Work Experience program offered at our school during the school term 1990-91.

This course is offered for the potential school leaver. It is preventative, preparatory and sometimes remedial in nature. Students must participate in work experience situations of an employee. Students must receive permission from parent and/or guardian and teacher to take the course.

The student will take math, English, and employability skills. He/she will be in group instruction of employability skills for one period. These students must be employed on school time.

The student must have an age certificate and Social Security number.

I will be happy to answer any questions you might have about the program. You can reach me at the school at 261-3750. Please feel free to call.

Yours truly,

Mary W. Drew
Teacher/coordinator

STUDENT TRANSPORTATION

WORK EXPERIENCE PROGRAM

My son/daughter _____ has my permission to (choose from below)_____ to work daily. I am aware that my son/daughter will be leaving school at _____ P.M. and should be at work by _____ P.M. I also understand that my son/daughter may not be scheduled to work every day but still has my permission to leave campus on those nonworking days.

A. Ride with a friend _____

B. Drive

C. Use school-provided transportation

D. Ride with a parent

E. Ride with a co-worker

F. Other _____

Date _____ Parent Signature _____

PERMISSION TO LEAVE SCHOOL

WORK EXPERIENCE PROGRAM

I, _____, as parent or legal guardian of _____, give my permission for him or her to participate in the Work Experience Program at Fernandina Beach Middle School. I understand that participants leave the school grounds during the school day to engage in part-time employment, which has been authorized by the Work Experience Coordinator at the Middle School.

_____ _____

PARENT OR LEGAL GUARDIAN DATE

_____

COORDINATOR'S SIGNATURE

Broward County Public Schools
Vocational and Technology Education Department

Marketing, Diversified and Work Experience

Parental Permission, Medical Release, and Insurance Statement

Your son/daughter, _____ is enrolled in the _____

Program at _____, for the _____ school year.

As part of this instructional program, activities or training will take place in some business establishments in the community, on a school-board-approved field trip, or at a county-sponsored workshop. Your child will probably need transportation.

Please check all modes of transportation
your child will be permitted to use.

____ drive own and/or family car
____ drive car and carry student passengers
____ ride a motorcycle
____ ride a bicycle
____ ride in a car operated by an adult driver
____ ride in a city transit or chartered bus/taxi
____ ride in a car driven by another student
____ ride in a Coast Guard approved water vessel
____ other (walk, bicycle, etc.) _____

Vehicle Insurance Information (To be completed for students holding a valid driver's license)

I attest to the following facts regarding my son's/daughter's driver's license and the motor vehicle he/she will use.

___ My son/daughter holds a valid driver's license.
___ The vehicle is covered by automobile insurance

by _____, policy number _____.
Name of insurance company

Liability limits	Each Person	Each Accident
Bodily Injury	_____	_____
Property Damage	_____	_____

Medical Release

Name of Student: _____

Home Address: _____

Home Phone: _____ Date of Birth_____

Name of Parent/Guardian _____ Relationship _____

Address (if different from above) _____

Home Phone _____ Work Phone _____

Name of second parent or alternate contact _____

Relationship_____

Address (if different) _____

Home Phone _____ Work Phone _____

Name of Family Physician _____

Address _____ Phone _____

Medical Insurance Information

I attest that my son/daughter has medical insurance coverage through

_____, _____, _____.

Name of insurance company , policy number group number

Medical Condition of Student ____ Excellent ____ Good ____ Fair

If applicable, please describe any medical condition which may recur (state NONE if the statement does not apply to your child). _____

_____

_____

Is your son/daughter allergic to any medicine? ____ Yes ____ No
If yes, please describe _____

_____

Is your son/daughter on any type of medication for a long-term medical condition?
__ Yes ___ No (If yes, please indicate the name of the medication.)

_____

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Parental Authorization

I/We, the undersigned, grant our son/daughter_____ permission to participate in the out-of-school educational activities as part of the _____ Program (on-the-job training and/or field trips) during the_____ school year. I will be advised in writing by the school, and approve in advance, specific activities prior to my son's/daughter's participation.

Should a medical emergency arise while my son/daughter is on a school-sponsored field trip, I will be notified in order to approve medical treatment. In the event that one of the contacts listed herein cannot be reached, I give permission for immediate treatment as required in the judgment of the attending physician.

This Parental Permission, Medical Release, and Insurance Permission Form will remain in effect for the entire _____ school year. If there are any changes to the information provided herein, I/we will maintain responsibility for issuing the school an updated duly authorized Parental Permission, Medical Release, and Insurance Statement Form.

_____
Signature of Parent or Guardian

_____
Signature of Parent or Guardian

NOTARIZATION

STATE OF FLORIDA
COUNTY OF _____

Sworn to and subscribed before me this _____ day of _____, 19__.

_____
NOTARY PUBLIC

My Commission Expires: _____

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

DVACE/06/91/750 12345789/91 DO 136 BK 91

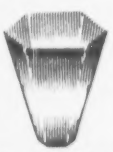
CAREER MERIT ACHIEVEMENT PLAN
(CAREER MAP)

WORK EXPERIENCE

(1098.8640CP)

_____

STUDENT'S NAME



State of Florida

An affirmative action/equal opportunity employer

DEPARTMENT OF EDUCATION
Betty Castor, Commissioner

DIVISION OF VOCATIONAL, ADULT, AND COMMUNITY EDUCATION
Robert S. Howell, Director

INDUSTRY-BASED PARTNERSHIP PROGRAMS: The State of Florida is committed to the development of industry-based partnership programs, designed by education and industry to respond to industry's demand for a highly skilled work force.

PRODUCED BY

Center for Instructional Development and Services
College of Education
Florida State University

FOR FURTHER INFORMATION, CONTACT

Bureau of Vocational Program and Staff Development
Division of Vocational, Adult, and Community Education
Department of Education
Florida Education Center
Tallahassee, FL 32399
(904) 488-0484

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ACKNOWLEDGMENTS

The Division of Vocational, Adult, and Community Education expresses appreciation to the following educators in work-experience programs throughout the state.

Glenn Adams, Lake City Junior High School, Lake City
Mary Tom Drew, Fernandina Beach Middle School, Fernandina Beach
Joanne Hardy, Boyd H. Anderson High School, Lauderdale Lakes
Joni Jones, Dixie M. Hollins High School, St. Petersburg
Christine Morrison, Leto Senior High School, Tampa
Luis Sanchez, Glades Junior High School, Miami

THIS MERIT ACHIEVEMENT PLAN RECORDS THE ACHIEVEMENTS OF:

Student's Name _____

Student's ID Number _____

Student's Address _____

_____

Instructor's Name _____ **Initials** _____

School _____

_____

Date Started _____

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OVERVIEW

This Career MAP includes the competencies to be met by those students identified as potential school leavers; the purpose of this program is to encourage them to stay in school. Work and classroom experience are essential components of the program, providing opportunities for students to acquire human-relations skills, work attitudes, and general knowledge about the world of work. Local education agencies (LEAs) may adapt these competencies to meet community needs.

Purposes of the MAP

The purposes of the MAP are to display the student performance standards (SPSs) required by the LEA and to document the level of achievement on SPSs that the student demonstrates.

How to Use the MAP

Administrator and Instructor. The administrator and instructor can use Career MAPs in curriculum planning, program updating and improvement, and teacher recruitment, selection, and updating. If the LEA changes or adds SPSs, the revised or additional SPSs should be included in the blank boxes that appear within each intended outcome or at the end of this MAP.

Instructor. The instructor can use Career MAPs to keep track of student progress on SPSs. By periodically reviewing the ratings on standards, the instructor can identify a student's strengths and weaknesses and on that basis identify the skills for which the student needs remedial instruction or advanced training. MAPs can also be useful in student counseling and evaluation.

Student. The student may use the MAP to show potential employers the performance standards he or she has mastered. In order to present a complete record, the student should encourage the instructor to rate his or her level of achievement on all the appropriate SPSs and to fill in the verification form in the back of this MAP.

Employer. The MAP shows an employer the SPSs mastered by the student (a prospective employee) and the proficiency level achieved on each one. This information can help the employer make decisions about hiring, job assignments, and job-training needs.

Rating Student Performance

Performance Competencies. Ratings on SPSs should be based upon performance standards. The evaluator observes and evaluates student performance as he or she would in the role of the employer or supervisor.

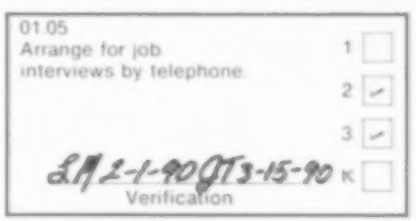
For each skill listed, the learner receives a rating of 1, 2, or 3. Each rating indicates a particular level of achievement:

1 = Learner demonstrates knowledge and understanding of this SPS, but is not yet able to apply that knowledge or understanding.

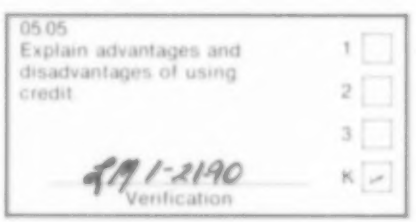
2 = Learner performs this SPS satisfactorily with only periodic supervision.

3 = Learner performs this SPS satisfactorily without supervision.

Whenever a performance standard is demonstrated, the instructor checks the appropriate rating box (1, 2, or 3) and initials and dates the verification line. If the student later demonstrates a higher level of achievement on a performance competency, the instructor checks the higher level and then enters his or her initials and the new date on the verification line, as shown in the following example:



Knowledge Competencies. For each SPS that is a knowledge competency only, with no manipulative skill involved, only one level of achievement is possible. If the student masters the competency, he or she receives a check in the bottom box ("K"), as shown below:



NOTE: An SPS without a checked rating indicates that the learner has not mastered the standard from lack of ability, time, opportunity, or need (the student's area of specialization may not have required it).

01.0 DEMONSTRATE EMPLOYABILITY SKILLS.

01.01 Explain the importance of a Social Security Number 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.02 Conduct a job search 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.03 Prepare a resume 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
01.04 Write letters of application 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.05 Arrange for job interviews by telephone 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.06 Prepare for job interviews 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
01.07 Complete application forms 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.08 Participate in job interviews 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.09 Conduct job interview follow-up 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
01.10 Complete employment forms 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.11 Prepare termination notice 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.12 Interpret reasons for termination 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

02.0 MAINTAIN EMPLOYMENT.

02.01 Communicate and relate to employer, co-workers, and the public 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.02 Interpret and comply with the employer's policies 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.03 Describe positive work attitudes 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

02.04 Describe initiative and resourcefulness. 1 2 3 K Verification	02.05 Apply decision-making skills on the job. 1 2 3 K Verification	02.06 Follow directions. 1 2 3 K Verification
02.07 Practice punctuality and dependability. 1 2 3 K Verification	02.08 Describe the importance of honesty, truthfulness, and loyalty in the work setting. 1 2 3 K Verification	02.09 Perform assigned job tasks. 1 2 3 K Verification
02.10 Comply with safety standards. 1 2 3 K Verification	02.11 Describe appropriate reactions to criticism. 1 2 3 K Verification	02.12 Maintain records of time and wages. 1 2 3 K Verification
02.13 Describe attitudes and behaviors that enhance the opportunity for promotion. 1 2 3 K Verification	02.14 Demonstrate how and when to ask for a raise. 1 2 3 K Verification	02.15 Justify how and when to make a job change. 1 2 3 K Verification
02.16 Identify ways to adapt to a new job. 1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

03.0 DEVELOP AN AWARENESS OF CAREERS.

03.01 Determine interests, aptitudes, and skills. 1 2 3 K Verification	03.02 Explore career areas. 1 2 3 K Verification	03.03 Research a specific occupation, based on interests. 1 2 3 K Verification

03.04
Identify trends in job markets.
1 ☐
2 ☐
3 ☐
K ☐
Verification

03.05
Develop a plan to meet realistic career goals.
1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

04.0 DETERMINE NEEDS FOR CONTINUING EDUCATION.

04.01
Describe the relationship between educational achievement and career opportunities.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.02
Practice and improve basic skills (3 Rs).
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.03
Explain the value of a high-school diploma.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.04
Identify job educational requirements.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.05
Explain the impact of technological change in relation to educational needs.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.06
Set goals and objectives.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.07
Utilize career-counseling services.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.08
Select classes to meet goals and objectives.
1 ☐
2 ☐
3 ☐
K ☐
Verification

04.09
Identify financial resources for continuing education.
1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
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Verification

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Verification

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3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

05.0 MANAGE PERSONAL FINANCES.

05.01 Identify financial priorities. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.02 Apply and prepare money-management principles. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.03 Maintain financial records, such as balancing a checkbook and keeping a budget. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
05.04 Describe the importance of meeting financial obligations. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.05 Explain advantages and disadvantages of using credit. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.06 Identify banking services. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
05.07 Identify insurance coverage. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.08 Interpret paycheck stubs. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.09 Prepare income-tax forms. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
05.10 Compare value when shopping. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.11 Define appropriate consumer practices. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.12 Interpret utility bills. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
05.13 Explain the advantage of renting or buying shelter. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.14 Identify the cost of owning and operating an automobile. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	05.15 Interpret a lease. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

06.0 MAINTAIN PERSONAL HYGIENE AND HEALTH.

06.01 Identify proper appearance. 1 2 3 K _____ Verification	06.02 Identify advantages of a healthy life-style. 1 2 3 K _____ Verification	06.03 Recognize effects of substance abuse. 1 2 3 K _____ Verification
06.04 Identify counseling and community services. 1 2 3 K _____ Verification	06.05 Recognize the need for preventative medical practices. 1 2 3 K _____ Verification	1 2 3 K _____ Verification
1 2 3 K _____ Verification	1 2 3 K _____ Verification	1 2 3 K _____ Verification

07.0 DEMONSTRATE PERSONAL AND SOCIAL SKILLS.

07.01 Describe ways to show a positive attitude towards society. 1 2 3 K _____ Verification	07.02 Develop positive self-awareness. 1 2 3 K _____ Verification	07.03 Set personal priorities. 1 2 3 K _____ Verification
07.04 Describe ways to deal with success and failure. 1 2 3 K _____ Verification	07.05 Identify traits of assertiveness. 1 2 3 K _____ Verification	07.06 Demonstrate etiquette. 1 2 3 K _____ Verification
07.07 Plan use of leisure time. 1 2 3 K _____ Verification	07.08 Exhibit awareness of, and respect for, others. 1 2 3 K _____ Verification	07.09 Communicate ideas and feelings. 1 2 3 K _____ Verification

07.10
Demonstrate the ability to be a team player.
1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
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Verification

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Verification

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3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

08.0 DEMONSTRATE AND APPLY CONSUMER MATHEMATICS.

08.01
Compute basic mathematics operations.
1 ☐
2 ☐
3 ☐
K ☐
Verification

08.02
Change decimals to percentages.
1 ☐
2 ☐
3 ☐
K ☐
Verification

08.03
Change percentages to decimals.
1 ☐
2 ☐
3 ☐
K ☐
Verification

08.04
Solve fraction problems.
1 ☐
2 ☐
3 ☐
K ☐
Verification

08.05
Compute simple and compound interest.
1 ☐
2 ☐
3 ☐
K ☐
Verification

1 ☐
2 ☐
3 ☐
K ☐
Verification

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Verification

09.0 PERFORM DESIGNATED JOB SKILLS.

09.01
Demonstrate job-performance skills.
1 ☐
2 ☐
3 ☐
K ☐
Verification

09.02
Follow safety procedures on the job.
1 ☐
2 ☐
3 ☐
K ☐
Verification

09.03
Maintain appropriate records.
1 ☐
2 ☐
3 ☐
K ☐
Verification

09.04
Display a high level of productivity.
1 ☐
2 ☐
3 ☐
K ☐
Verification

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Verification

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Verification

10.0 DEMONSTRATE WORK ETHICS.

10.01
Demonstrate ethical practices.
1 ☐
2 ☐
3 ☐
K ☐
Verification

10.02
Follow directions.
1 ☐
2 ☐
3 ☐
K ☐
Verification

10.03
Demonstrate effective communications with employer and co-worker(s).
1 ☐
2 ☐
3 ☐
K ☐
Verification

10.04
Demonstrate effective communications with customers and clients.
1 ☐
2 ☐
3 ☐
K ☐
Verification

10.05
Demonstrate a positive attitude toward the job.
1 ☐
2 ☐
3 ☐
K ☐
Verification

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Verification

WORK EXPERIENCE

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

VERIFICATION

Each instructor who rates this student on competencies in this MAP should fill in one of the boxes below.

Initials _____ Signature _____

Title _____

School Name _____

School Address _____

Initials _____ Signature _____

Title _____

School Name _____

School Address _____

Initials _____ Signature _____

Title _____

School Name _____

School Address _____

NOTES

This section of the MAP is provided for the instructor, employer, or student to list additional qualifying statements or other pertinent information. All comments should be initialed for verification.

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